

Rice Independent School District

Rice Intermediate Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Postsecondary Readiness



Board Approval Date: August 27, 2025
Public Presentation Date: August 27, 2025

Mission Statement

The mission of Rice ISD is to cultivate an engaging and supportive learning environment that develops resilience, encourages curiosity, inspires excellence, and prepares students for an ever-changing and diverse world.

Vision

Rice ISD will develop lifelong learners, create confident leaders, and promote Bulldog pride and excellence.

Value Statement

Respect for ourselves, our school and our community

Intellectual curiosity ignites lifelong learning

Collaboration creates community

Excellence is our commitment

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rice Intermediate Middle/School is a 5th-8th grade campus that serves around 320 students. We are continually growing by around 20% each year. The current demographic make up of the student body is as follows:

Female	Male	Hispanic/Latino	White	Black/African American	Asian	American Indian / Alaskan Native	Hawaiian/Pacific Isl	Non Cont Enrolled	Dyslexia	At Risk	At Risk Not Promoted	At Risk Not Promoted Doc	At Risk Incarcerated	SpEd	GT	EB-Current	EB-
50.7%	49.3%	76.5%	20.5%	1.7%	0.0%	0.0%	0.0%	27.2%	10.6%	53.6%	0.0%	0.0%	0.0%	13.2%	12.6%	30.8%	46.2

Rice Intermediate/Middle School (RIMS) is located along the I-45 corridor on the county line between Navarro and Ellis counties, in a predominantly rural area. The community surrounding the campus is made up largely of factory, farm, and construction-related businesses. Many of our families operate small businesses, while others commute to larger cities for employment. Based on the most recent census data, 34% of our students live in mobile homes, and the district includes three mobile home communities, which contributes to a high rate of student mobility and transience. The student population primarily comes from low-income households, with 78% qualifying as economically disadvantaged. Additionally, 30% of parents or guardians have earned a high school diploma, while 33% have not completed any formal education. Language barriers are also present, as 33% of our parents are solely Spanish-speaking.

During the 2023–2024 school year, RIMS employed 36 full-time staff members, including 20 teachers. The average class size was approximately 18 students. Our staff represents a range of ethnic backgrounds, including White, African-American, and Hispanic educators, and brings a broad spectrum of experience to the campus. While we had one first-year teacher, most staff members have extensive experience in education. Staff changes occurred in various areas: three new office staff members were hired due to one retirement, one career change, and one district transfer. Three paraprofessionals were also new, following one internal promotion, one departure from the profession, and one newly created position. Six new teachers joined the staff to fill vacancies caused by relocations, promotions, district transfers, and exits from education altogether. Due to a limited applicant pool, we were not able to be fully staffed for the 2024-2025 school year. The 2025-2026 school year will be better and start the year fully staffed. The current campus administrative and support team includes two receptionists, a police officer, an academic advisor, and school nurse (LVN), an assistant principal, and a principal.

Student behavior and discipline data show a slight improvement from the previous year. In 2023–2024, the campus recorded 75 code of conduct violations. Disciplinary actions included 21 instances of full or partial-day out-of-school suspension (OSS), 46 full or partial-day in-school suspensions (ISS), 19 assignments to the Disciplinary Alternative Education Program (DAEP), and 5 bus suspensions. Most incidents occurred during Cycles 2, 4, and 5. In comparison, the 2024–2025 school year has seen 53 reported violations to date, with 4 OSS days, 57 days of ISS, 13 DAEP assignments, and no bus suspensions. These incidents have primarily occurred during Cycles 2, 3, and 4.

Demographics Strengths

Our assessment data reflects that students at Rice Intermediate/Middle School are making steady academic progress as a result of intentional, focused instruction. Our students demonstrate remarkable resilience, often overcoming significant personal and socioeconomic challenges to find success in the classroom. The small student population on our campus allows staff to build strong, meaningful relationships, provide targeted interventions, and deliver individualized instruction that meets each student's unique needs. Despite language barriers, we continue to strengthen connections with our Spanish-speaking families, fostering trust and collaboration to support student growth both at school and at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs.

Root Cause: Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.

Student Learning

Student Learning Summary

Rice Intermediate/Middle School continues to perform well on state assessments, including the STAAR. A majority of our students consistently outperform both the state average and many campuses within our region. In addition to overall success, we are seeing steady improvement in the number of students achieving at the **Meets** and **Masters** performance levels, reflecting a strong focus on academic growth and high expectations for all learners.

Student Learning Strengths

A key student learning strength at Rice Intermediate/Middle School is **academic progress**. Both teachers and students work diligently each day with a clear focus on growth, consistently tracking data to monitor improvement over time. The stability within the Math and ELAR departments has significantly contributed to this success. These teams have remained in place for several years, allowing for effective **vertical planning** and strong collaboration. This continuity enables teachers to better understand content expectations across grade levels and to support one another in addressing student needs and academic readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance on state assessments needs to improve more at the meets and masters levels.

Root Cause: District curriculum review suggested that we streamline our curriculum and also use a highly qualified instructional material to help reach the rigor the students need.

School Processes & Programs

School Processes & Programs Summary

Teachers at Rice Intermediate/Middle School set annual professional goals and student learning objectives, which they track and support with evidence throughout the year. These goals are a central part of weekly TIL-Data Driven Instruction (TIL-DDI) meetings and are also discussed during regular content and curriculum planning sessions with campus administrators and curriculum coordinators. Staff members participate in one required professional development day each month, with numerous additional sessions and trainings offered throughout the year. These professional learning opportunities ensure that all staff are well-prepared to meet the needs of students and are aligned to campus goals and teacher growth areas. Campus and district committees are selected annually to support collaborative decision-making. Communication with staff is maintained through multiple channels including email, Google Classroom, Remind, School Messenger, daily announcements, the school website, and Facebook. Staff also receive a weekly email containing key updates and reminders.

Curriculum coordinators play a vital role in supporting teachers with instructional planning and resource alignment. Teachers use the TEKS Resource System as a foundation for curriculum planning, store instructional materials in Google Drive, assess student learning through Eduphoria, and analyze academic data to guide instruction. A variety of instructional resources are utilized to support and enhance student learning. Cross-curricular planning is encouraged, and teachers are integrating college and career readiness, as well as digital literacy skills, into daily instruction. Communication around student learning is systematic, with the TIL-DDI process serving as a structured way to monitor progress. Additionally, the TIL-Observation and Feedback model is used to provide targeted support for teacher development.

Student schedules include the four core academic subjects, physical education or athletics, elective courses, and a designated intervention period. The intervention period, referred to as WIN (What I Need), is structured to meet the requirements of House Bill 1416. Students are placed into intervention groups based on prior STAAR performance and identified academic needs. This time is also used for targeted services such as K12 Summit, Dyslexia instruction, and Gifted and Talented support. Academic interventions are delivered through both in-class support and pull-out programs. All students have access to a Chromebook during the school day, and technology integration is a campus-wide focus. Teachers incorporate digital tools and platforms into instruction, and students complete assessments and practice keyboarding and typing during elective classes.

Beyond academics, Rice IMS offers a variety of extracurricular opportunities for students, including athletics, student council, book clubs, the morning announcement crew, FFA, and National Junior Honor Society. While participation is available, it can be limited by the same challenges that impact student attendance. To help address this, the campus provides an attendance recovery program that allows students to make up missed instructional time before school hours.

School Processes & Programs Strengths

The school is well-equipped with instructional resources and technology that effectively support student learning across all grade levels. Each student has access to a Chromebook, and teachers integrate digital tools into daily instruction to enhance engagement and academic growth. The campus's designated intervention time has consistently proven to be an effective structure for addressing individual learning needs and closing achievement gaps. Additionally, the use of TIL-Data Driven Instruction (TIL-DDI) and TIL-Observation Feedback has led to more focused and intentional discussions around student performance. These practices help ensure that instructional decisions are informed by data and aligned with campus goals for continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students receiving special education services are not meeting targets on achievement or growth.

Root Cause: Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.

Problem Statement 2: Teacher and staff morale was lower in the 23-24 school year than in year's past.

Root Cause: The IMS has gone through leadership change along with hiring many teachers new to the profession. Limited leadership opportunities and not growing leaders has contributed to the change.

Problem Statement 3 (Prioritized): Teachers need more opportunity to showcase leadership skills and collaborate with one another.

Root Cause: This hasn't been an explicit expectation for teachers.

Problem Statement 4 (Prioritized): Teachers and students need more positive reinforcement and encouragement regularly throughout the year.

Root Cause: Systems and routines for positive recognition have changed over the last few years.

Perceptions

Perceptions Summary

Rice Intermediate/Middle School uses a variety of methods to communicate with families and the broader community, including mail-outs, notes sent home with students, Remind messages, School Messenger alerts, Facebook updates, home visits, emails, phone calls, and on-campus events. Despite these efforts, parent engagement remains low, largely due to challenges related to socioeconomic status, limited formal education, and language barriers. To ensure student voices are valued, students are included in campus decision-making through leadership groups and regular conversations with administrators. They also contribute by creating weekly slide decks and assisting with morning announcements.

The culture and climate at IMS have remained stable over the years, supported by minimal staffing changes and a strong sense of consistency. While there was some apprehension surrounding recent changes for the 2024–2025 school year, the transition has been largely positive, bringing new perspectives and fresh ideas to the campus. Overall, there is a strong sense of support among staff, and the perception of campus culture remains positive. The transition was a success, and we look forward with excitement to what the 2025–2026 school year holds.

Perceptions Strengths

Generally, the community, staff, and students view Rice IMS as a warm and welcoming environment. Staff collaborate effectively with one another and with administration to meet the diverse needs of students. There is a strong commitment to maintaining open lines of communication with parents, and efforts to share important information happen frequently. While parent involvement varies, most parents actively participate whenever possible to support their children’s education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and student participation in campus events, etc. and campus awareness was low.

Root Cause: Many parents and students are not involved due to many variables such as work schedules, home situations, communication, still transitioning back to a new normal since Covid, etc.

Priority Problem Statements

Problem Statement 1: Student performance on state assessments needs to improve more at the meets and masters levels.

Root Cause 1: District curriculum review suggested that we streamline our curriculum and also use a highly qualified instructional material to help reach the rigor the students need.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students receiving special education services are not meeting targets on achievement or growth.

Root Cause 2: Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs.

Root Cause 3: Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parent and student participation in campus events, etc. and campus awareness was low.

Root Cause 4: Many parents and students are not involved due to many variables such as work schedules, home situations, communication, still transitioning back to a new normal since Covid, etc.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers need more opportunity to showcase leadership skills and collaborate with one another.

Root Cause 5: This hasn't been an explicit expectation for teachers.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention - School Processes & Programs

Problem Statement 6: Teachers and students need more positive reinforcement and encouragement regularly throughout the year.

Root Cause 6: Systems and routines for positive recognition have changed over the last few years.

Problem Statement 6 Areas: School Culture and Climate - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 27, 2025





Goal 1: Rice ISD will provide a welcoming, safe, and supportive place for students to learn and staff to work.

Performance Objective 1: The social-emotional needs of everyone on campus will be addressed in order to increase the sense of belonging, pride, and motivation across campus

Evaluation Data Sources: staff surveys, qualitative data (conversations, observations, etc.), walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will understand the role instructional planning plays in increasing student engagement. They will receive training and support regarding how to create a more exciting learning experience which should help decrease student apathy.</p> <p>Strategy's Expected Result/Impact: Learning disruptions will decrease</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor/dean of students and campus administration will monitor and support At Risk students, providing supports and resources as necessary</p> <p>Strategy's Expected Result/Impact: Help maintain student social-emotional needs to be successful and healthy</p> <p>Staff Responsible for Monitoring: Principals; counselor/dean of students</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 - School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. Root Cause: Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.</p>
School Processes & Programs
<p>Problem Statement 4: Teachers and students need more positive reinforcement and encouragement regularly throughout the year. Root Cause: Systems and routines for positive recognition have changed over the last few years.</p>

Goal 1: Rice ISD will provide a welcoming, safe, and supportive place for students to learn and staff to work.

Performance Objective 2: The campus will have a school-wide campaign to increase safety by reducing discipline and drug issues.

High Priority

Evaluation Data Sources: Discipline, observations and attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Resources, counseling, and support programs will be announced, posted, and made readily available for all students.</p> <p>Strategy's Expected Result/Impact: Students will have resources needed to be successful</p> <p>Staff Responsible for Monitoring: Principals, Dean of Students</p> <p>Title I: 2.531, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 - School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: There will be consistent disciplinary consequences for those who violate campus expectations</p> <p>Strategy's Expected Result/Impact: Student discipline will reduce campus wide</p> <p>Staff Responsible for Monitoring: Principals; dean of students, teachers, staff</p> <p>Title I: 2.531, 2.533</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.





School Processes & Programs

Problem Statement 4: Teachers and students need more positive reinforcement and encouragement regularly throughout the year. **Root Cause:** Systems and routines for positive recognition have changed over the last few years.

Goal 2: Rice ISD students will demonstrate exemplary performance in English/Language Arts, mathematics, science, and social studies.

Performance Objective 1: Students and teachers will track individual student achievement, set goals, and regularly reflect on progress.

Evaluation Data Sources: data tracking & goal sheets, walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will confer with students about goal setting and progress monitoring regularly throughout the year. Strategy's Expected Result/Impact: Students will experience growth due to focused attention on goal setting; Students will learn strategies to help them prepare for high school and college Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.52, 2.534 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Student performance on state assessments needs to improve more at the meets and masters levels. Root Cause: District curriculum review suggested that we streamline our curriculum and also use a highly qualified instructional material to help reach the rigor the students need.</p>
School Processes & Programs
<p>Problem Statement 1: Students receiving special education services are not meeting targets on achievement or growth. Root Cause: Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.</p>

Goal 2: Rice ISD students will demonstrate exemplary performance in English/Language Arts, mathematics, science, and social studies.

Performance Objective 2: Rates of students who meet or master grade level expectations on STAAR will increase.

Evaluation Data Sources: Benchmarks, unit tests, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide extensions like choice boards and project based learning opportunities for students to explore deeper into content.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of and be deeply engaged in the learning</p> <p>Staff Responsible for Monitoring: Principals and instructional coaches</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Data from pre-assessments, quick checks, observations, unit assessments, technology resources, etc. will be used in Texas Instructional Leadership Data-Driven Instruction meetings to assist in creating individualized and differentiated lessons.</p> <p>Strategy's Expected Result/Impact: Student achievement will improve in all areas</p> <p>Staff Responsible for Monitoring: Teachers & DDI leaders</p> <p>Title I: 2.51, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.

Student Learning

Problem Statement 1: Student performance on state assessments needs to improve more at the meets and masters levels. **Root Cause:** District curriculum review suggested that we streamline our curriculum and also use a highly qualified instructional material to help reach the rigor the students need.

School Processes & Programs

Problem Statement 1: Students receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.

Goal 3: Rice ISD will support the individual needs of students through various student services, special programs, and other individualized educational opportunities.

Performance Objective 1: Specialists will communicate closely with classroom teachers to provide support, assistance, and guidance regarding differentiating instruction.

Evaluation Data Sources: PLC meeting data, Special programs meeting data

Strategy 1 Details	Reviews			
<p>Strategy 1: Specialists will provide regular input and progress reports to teachers regarding students in intervention programs and participate in planning meetings to assist teachers with appropriately differentiating and scaffolding for students.</p> <p>Strategy's Expected Result/Impact: Students in special programs will have multiple staff members monitoring their progress</p> <p>Staff Responsible for Monitoring: Specialists</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional support staff and teachers will communicate regularly about the best way to support students through co-teaching and in-class support.</p> <p>Strategy's Expected Result/Impact: Instructional support staff will be utilized to the fullest extent</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 3 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Students receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.

Problem Statement 3: Teachers need more opportunity to showcase leadership skills and collaborate with one another. **Root Cause:** This hasn't been an explicit expectation for teachers.

Goal 3: Rice ISD will support the individual needs of students through various student services, special programs, and other individualized educational opportunities.

Performance Objective 2: Special program students will meet performance targets set by the state.


High Priority

Evaluation Data Sources: BOY/MOY/EOY tests, Benchmarks, STAAR tests

Strategy 1 Details	Reviews			
<p>Strategy 1: WIN Time will include targeted and individualized intervention for all students. Intervention programs will be used to systematically intervene with students who have been identified as needing help.</p> <p>Strategy's Expected Result/Impact: Student achievement will improve</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student accommodations and modifications will be provided and documented appropriately.</p> <p>Strategy's Expected Result/Impact: Identified students will receive they help they need and their achievement will improve</p> <p>Staff Responsible for Monitoring: Principal, AP, Specialists</p> <p>Title I: 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.





School Processes & Programs

Problem Statement 1: Students receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.

Goal 3: Rice ISD will support the individual needs of students through various student services, special programs, and other individualized educational opportunities.

Performance Objective 3: Performance Objective 3: Special Education and Emergent Bilingual students will show growth based on personal goals.

Evaluation Data Sources: SLOs, progress reports, report cards, STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will regularly check in with Special Education and Emergent Bilingual teachers to discuss student goals and monitor progress.</p> <p>Strategy's Expected Result/Impact: EB student achievement will increase</p> <p>Staff Responsible for Monitoring: Principals, interventionist</p> <p>Title I: 2.53, 2.534</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: ESL Teacher - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional leaders, special education teachers, and Emergent Bilingual teacher will provide teachers with support to meet individual students needs.</p> <p>Strategy's Expected Result/Impact: Student achievement will improve; More students will meet federal standards</p> <p>Title I: 2.51, 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: IMS students who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school.

School Processes & Programs





Problem Statement 1: Students receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Under staffing and the consistent change in special education teachers creates gaps which contributes to the issue.

Problem Statement 3: Teachers need more opportunity to showcase leadership skills and collaborate with one another. **Root Cause:** This hasn't been an explicit expectation for teachers.

Goal 4: Rice ISD teacher retention will continue to rise because staff feel supported both personally and professionally, and they understand the important part they play in a success school community.

Performance Objective 1: Administrators will practice shared responsibility and decision making with staff to develop their leadership skills and build leadership capacity.

Evaluation Data Sources: meeting agendas, committee feedback, PLCs, data-driven instruction meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will utilize committees, surveys, and other forms of communication to give teachers a voice and opportunity to influence campus decisions.</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will focus on the development of teacher leadership skills during staff meetings, PLCs, etc.</p> <p>Strategy's Expected Result/Impact: Teacher leaders will grow</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Teachers need more opportunity to showcase leadership skills and collaborate with one another. **Root Cause:** This hasn't been an explicit expectation for teachers.





Problem Statement 4: Teachers and students need more positive reinforcement and encouragement regularly throughout the year. **Root Cause:** Systems and routines for positive recognition have changed over the last few years.

Goal 5: Rice ISD recognizes the importance of the home & school partnership and will provide resources, information, and opportunities for collaboration and open communication throughout the year.

Performance Objective 1: Rice IMS will provide more opportunities for parents and families to play an active role in their student's schooling.

High Priority

Evaluation Data Sources: parent communications, meeting agendas, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: There will be multiple opportunities for parents and families to come on campus including student showcase, parent education opportunities, & social events.</p> <p>Strategy's Expected Result/Impact: Students will make positive social connections at school</p> <p>Staff Responsible for Monitoring: Principal/AP</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will use Remind, the website, and social media to encourage attendance at extra-curricular events and keep parents informed.</p> <p>Strategy's Expected Result/Impact: All stakeholders will be informed and/or know where to find important information</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.51</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				